



September 2011

Data Quality Campaign: 10 State Actions to Support Effective Data Use OPI Assessment of Montana's Ability to Implement

- 1. Link state K-12 data systems with early learning, postsecondary education, workforce, social services and other critical agencies**
 - Out of scope for GEMS
 - First implementation will be with DPHHS if we get the Direct Certification grant
- 2. Create stable, sustained support for robust state longitudinal data systems**
 - Out of scope for GEMS
 - From the DQC
 - Ensure state budgetary investment for the maintenance and growth of statewide P-20/W longitudinal data systems
 - Create the political demand for data sharing – share the advantages of having information follow individual students, even across state and district lines, and to break down traditional silos.
- 3. Develop governance structures to guide data collection, sharing and use**
 - ✓ GEMS will accomplish
- 4. Build state data repositories (e.g., data warehouses) that integrate student, staff, financial and facility data**
 - ✓ GEMS will accomplish
- 5. Implement systems to provide all stakeholders with timely access to the information they need while protecting student privacy**
 - ✓ GEMS will accomplish
- 6. Create progress reports with individual student data that provide information educators, parents and students can use to improve student performance**
 - ❖ GEMS will lay the groundwork, but will not complete this goal
 - ❖ From the DQC
 - Ensure that on-line access to these reports are available to appropriate users while protecting student and teacher privacy by limiting access to appropriate users.
 - Support the development of early warning systems, growth models and predictive analysis tools that use longitudinal student data to inform and improve teaching and learning.
- 7. Create reports that include longitudinal statistics on school systems and groups of students to guide school-, district-, and state-level improvement efforts**
 - ✓ GEMS will accomplish

The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.

8. Develop a purposeful research agenda and collaborate with universities, researchers and intermediary groups to explore the data for useful information

- ❖ GEMS will make this possible, but it is not currently in scope
- ❖ From the DQC

- Encourage the development of strategic partnerships with universities, researchers, and intermediary groups to help establish a robust research agenda.
- Ensure that researchers have appropriate access to longitudinal data.

9. Implement policies and promote practices, including professional development and credentialing, to ensure educators know how to access, analyze and use data appropriately

- Out of scope for GEMS
- From the DQC
 - Require educators seeking certification and certification upgrades to show competence in data analysis, interpretation and use.
 - Promote and support educator professional development with regard to data access, use and analysis.
 - Ensure that educator and leadership preparation programs have appropriate data to conduct analysis for programmatic improvement.
 - Support the development of a culture of data at the district level by emphasizing the role of robust data systems in the school improvement planning process and professional development activities.
 - Support district efforts to provide educators access to the appropriate technology to enable data access, analysis, and communication at the building level.

10. Promote strategies to raise awareness of available data and ensure that all key stakeholders, including state policymakers, know how to access, analyze and use the information

- ✓ GEMS will accomplish
- ✓ From the DQC
 - Promote training on data use for parents, students, school board members, state executive and legislative staff, SEA personnel, education writers and journalists, community leaders, and the general public.
 - Ensure that stakeholder training is provided in multiple formats.